

The Investigation of the Relationship Between Academics' Person-Organization Fit and Burnout Levels*

Arzu Akkayaⁱ
Samsun University

Hüseyin Serinⁱⁱ
İstanbul University

Abstract

The main purpose of the current study is to determine whether there is a relationship between the burnout syndrome which is related to many organizational factors and the person-organization fit which refers to the quality, value and structure compatibility between the person and the organization and whether this relationship, if any, differs significantly based on various demographic variables. Within the framework of this aim, a scale was applied to 393 academics working in higher education institutions located in Istanbul. The data collection tools used in the study are "Person-Organization Fit Scale" developed by Cable and Judge (1997), and "Maslach Burnout Inventory" developed by Maslach and Jackson (1981). During the analysis of the data gathered through scales, arithmetic mean, frequency, and descriptive values such as standard deviation were used as well as t-test, ANOVA, Pearson correlation, and regression. The results of the research showed that the person-organization fit levels of academics working at foundation or state universities in Turkey were high, the levels of burnout were low in the emotional exhaustion and depersonalization sub-dimensions of burnout, and the level of personal accomplishment sub-dimension of burnout was moderate. In this study, it was found that the person-organization fit levels of academics differ significantly in terms of gender and weekly course load variables. According to the results of the research, a significant difference was obtained at burnout levels of academics in terms of their weekly course load, academic titles, whether they have any administrative duties and gender variables. In addition, there is a significant relationship between academics' person-organization fit and burnout levels.

Keywords: Person-Organization Fit, Burnout, Academic, University.

DOI: 10.29329/ijpe.2020.268.3

*This study was conducted from an MA thesis named "The Investigation of the Relationship between Academicians' Person-organization Fit and Burnout Levels" written by Arzu Akkaya under the supervision of Asst. Prof. Hüseyin Serin, the Department of Educational Sciences, Istanbul University-Cerrahpaşa, Istanbul, Turkey.

ⁱ Arzu Akkaya, Lecturer, Modern Languages Department, Samsun University, ORCID: 0000-0001-6400-7349

Correspondence: akkayaarzu.aa@gmail.com

ⁱⁱ Hüseyin Serin, Assist. Prof. Dr., Faculty of Education, İstanbul University-Cerrahpaşa

INTRODUCTION

Higher education institutions, which have a great influence on the progress of a society, are not only engaged in the accessing of knowledge, but also in the implementation of the attainment of knowledge by moving from the basic information step to the synthesis and evaluation steps. The role of education institutions in improving the quality of education and training provided in these institutions is undeniable in terms of increasing the productivity and quality of society (Serin & Ergin-Kocatürk, 2019). One of the factors affecting the quality of education and training is the academics who take responsibility for the education and training service. In this process, academics have taken on the responsibility of raising students who are not restricted in their own culture, who value cultural diversity, who have confidence and know how to defend themselves for a world dominated by peace and open to change starting from the aims of global education practices to both society and the globalizing world (Doğan, 2002). While higher education institutions perform their supreme duties, academics play the most vital role. As stated in the article 22 of the Higher Education Act, some of the various tasks of academics who are responsible for raising the individuals who will contribute to their society and the workforce, developing and making progress in their society by producing solutions as to social problems based on the findings of their research are researching and publishing, using their experiences for the benefit of the society, reaching a higher level in their career, taking a position in management and communicating with students, other employees and managers (Dinç, Bitlisli, Çetinceli & Aydın, 2013).

Academics trying to cope with all these responsibilities at the same time are likely to feel under pressure from time to time. This pressure, on the other hand, can lead to emotional changes that do not seem serious at first, moving away from work, the decrease of the commitment to the organization they work with, and in the long run, burnout syndrome, of which consequences can go until a person leaves his work. As well as their responsibilities that they have to overcome, the problems arising from the current organization they work in negatively affect academics and cause them to feel burnout. Burnout syndrome, which entered the literature in the 1970s, has been the subject of intensive research over the years (Özdemir, 2006). In addition to the serious problems that arise in social and family relations, burnout, which reveals the efficiency, effectiveness, and productivity of the work of the employees, dissatisfaction, and relationship with disease, is also seen as a serious problem among teachers (Van, Schaufeli, Greenglass, & Burke, 1997). Blandford (2000) states that the burnout of teachers affects job performances and the academic achievement of students by lowering the quality of teachers' work (as cited in Koustelios & Tsigilis, 2005). Schwab's (1986) listed reasons for teachers' perception of burnout include the fact that teachers are in contact with a large part of society and that teaching is considered as the key profession for solving social problems (as cited in Pine, 2001). Burnout, which is related to the expectations of the organization where the individual works, occurs as a result of a mismatch between the expectations of the individual and those met by the organization (Tümekaya, 1996). What makes successful organizations different from other organizations is that they have sound and achievable values, norms, cultures, and expectations (Arbak & Yeşilada, 2003). Therefore, the relationship between person-organization fit, which means expected value, business, culture, and norm harmony between individuals and organizations, and burnout, has become important in terms of improving the achievements of universities and ensuring continuity of the effectiveness of the education given.

According to Chatman (1989), person-organization fit is the compatibility between the fixed characteristics of the organization and those of the individual. The alignment is between individual and organizational values is at the center of this compatibility. This state of compatibility is related to the conduct of employees such as commitment, satisfaction, and intention to quit (Ambrose, Arnaud, & Schminke, 2008). The literature reveals that person-organization fit has positive effects on the attitudes and behaviors of the employees. Accordingly, employees have become more satisfied, more committed, and more productive when compatibility between organization and individual has increased (Bright, 2007). According to Backhaus (2003), research on person-organization fit reveals that high levels of compatibility between individual and organizational values will have positive consequences for all. Research on this topic shows that individuals prefer to work in organizations

where they can reflect their values. Person-organization fit is also associated with reducing job vacancies, higher job satisfaction, and organizational commitment. Academics do many different jobs in an increasingly complex environment. This is because universities are the only organizations with two main functions in producing and transferring information through research and teaching processes (Eker, Anbar & Karabiyik, 2007). In recent years, the number of both state and foundation universities in Turkey has been increasing rapidly. As the number of universities increases, there is an ongoing growth and capacity increase in universities. Therefore, the academics whose main purpose is to produce information and to provide the transfer of this information are given extra tasks such as the functioning of the new departments opened, preparation of lesson plans for the courses to be given, and mentoring the newcomers to the institution. In this process, academics who have failed to achieve compatibility between them and the university where they work are likely to experience conflict in terms of person-organization fit. This conflict, the excess of workload, and many other factors can cause academics to feel and experience burnout in different dimensions, such as feeling emotionally tired, not coming to work, and a tendency to quit.

When the relevant literature was scanned, it was observed that both burnout and the studies related to person-organization fit were observed in a limited number. The studies conducted mainly examined the relationship between burnout and demographic variables. It is expected that academics who have various tasks such as being in contact with people, researching to reach scientific knowledge, presenting this knowledge for the benefit of society, sharing their knowledge and experience with students will be expected to be patient, open to development, productive and understanding. On the other hand, Yan and Jian - Xin (2007) states that burnout resulted from the reasons such as dissatisfaction, organizational injustices, excessive course load, inappropriate working conditions and inappropriate work environment (Briscoe, 1984; Seiler & Pearson, 1984; Todd-Mancillas & Johnson, 1987), affects the quality of education, students' mental development and society (as cited in Robust, 2011).

It is thought that this research is important in terms of the examination of the level of harmony between the academics who successfully try to take the responsibility that is given to them in the society and the state or foundation university they work for, the relationship between this harmony and the burnout levels of the academics, the determination of the factors associated with burnout in universities which are considered as the scientific centers of the society, the identification of the factors and the aspects that are open to development and making recommendations for them. Within this framework, the research is searching answers for the following questions "Do the burnout and person-organization fit levels of academics vary according to demographic variables? Is there a relationship between the burnout and person-organization fit levels of academics'?"

Related Literature

Person-Organization Fit

Although there are many existing definitions of person-organization fit, when considered the most comprehensive meaning, many researchers describe person-organization fit as the harmony of values between the individual and organization. In the case of any conflict between the values of the individual and the organization, incompatibility arises (Brigham et al., 2007). It was in the 1950s when behavioral scientists came across person-organization fit within the context of administration science. Person-organization fit which was in the field of psychology science before the 1950s has begun to be evaluated within the scope of administration science, with behavioral scientists starting to consider compliance theories in their professional choices by taking into account the harmony between the organization and the individuals (Xiaojun & Shizong, 2010).

When the literature is analyzed, in 1996, the definition of person-organization fit developed by Kristof (1996) is encountered quite often. Person-organization fit is the harmony between the expectations, desires, personal values, and goals of the individual and the purpose and structure of the

organization. Therefore, person-organization fit occurs when the organization responds positively to the expectations and desires of the individual or when the person adapts to the structure and values of the organization.

The concept of person-organization fit is the harmony between individual and organization's goals, between individual priorities, needs, and organizational systems, and between the character of the person and organizational climate (Parkes, Bochner, & Schneider, 2001). In other words, the person-organization fit, which emphasizes how similar the characteristics of the individual and the organization are, is the harmony between the individual's values and the values of the organization where he or she works (Sekiguchi, 2004). There are already values that belong to the individual himself, the values that the organization attributed to the individual, and the common values of both. The degree of harmony between the individual's values and the values related to the role which the organization attributes to shows the harmony between the individual and the organization (Lopez, 1999).

Cable and Judge (1994) explored the impact of person-organization fit on jobseekers' job search and job selection decisions. The sample consisted of 171 college students who were looking for a job while studying. The results showed that different types of jobseekers were affected by different wage systems and that the attractiveness of wage policies could be enhanced by greater levels of cohesion between individual personality traits and wage system traits. The study carried out by Cable and Judge (1996) is the first study to examine person-organization fit as interpreted by employees and investigate the determinants and consequences of employees' perceptions of subjective person-organization fit. They investigated the subjective person-organization (P-O) perceptions of jobseekers and newcomers to work. The results showed that the person-organization fit of jobseekers can be correlated with the cohesion between individuals' own values and the value perceptions of hiring organizations. At the same time, the results revealed that jobseekers could manage their future business attitudes, with an emphasis on person-organization fit in business choice decisions.

In their work, Goodman and Svyantek (1999) examined the impact of person-organization fit on the task and contextual performance of employees. This study measured the hypothesis that harmony between the organizational culture desired by workers and their own organizational cultures can predict contextual performance, including elements such as helping the organization or other workers. Goodman and Svyantek (1999) collected their data from 221 participants who worked in various positions in 11 different divisions of a manufacturing firm. A scale measuring organizational culture and level of satisfaction was applied, and the contextual performance of the participants was measured. The sequential first supervisors of the employees evaluated the contextual and task performances of the employees. The results supported the hypothesis that employees' perceptions of organizational culture and the mismatch between the ideal organizational culture in their minds and the current organizational culture where they work are important in determining contextual and task performance. The study also highlighted that the 'reward' element in organizational culture was a determinant that affected all forms of performance.

Alnıaçık, Alnıaçık, Erat and Akçin (2013) examined the relationship between person-organization fit and organizational commitment, job satisfaction and intention to quit the job in their research with 200 academics working in higher education institutions in Turkey. According to the research findings, although there is no effect on the relationship between organizational commitment and the intention to quit, person-organization fit significantly affects job satisfaction and the intention to quit the job. Polatçı, Özçalık, and Cindiloğlu (2014) examined the relationship between academics' perceptions of person-organization fit and anti-productivity business behavior and organizational citizenship behavior. The results of the study done with 162 academics showed that person-organization fit has a positive relationship with organizational citizenship behavior and a negative relationship with anti-productive business behavior. Besides, the relationship between anti-productivity business behavior and organizational citizenship behavior was shown to be negative. Research by Erkutlu, Özdemir and Elden (2018) reveals that the age of the employees causes a difference in the person-organization fit levels of individuals. The study conducted with 412

academics at a foundation university shows that as individuals get older, they become more compatible with the organization they work with. According to the study, another variable that affects person-organization fit is gender. The person-organization fit of male academics is higher than that of female academics. The final variable of the study, which is effective in person-organization fit, is the year of seniority. According to the findings of the study, the person-organization fit of academics whose seniority year exceeds 10 is higher than the others.

Burnout

Burnout was first addressed by Freudenberger in 1974, although there are many definitions of burnout accepted in the 21. century. Freudenberger (1974) refers to burnout as the pain that people feel because of feeling failed, emotionally tired, and unwilling to communicate with people. Burnout, considered a disease today, is a clinical case that, according to Freudenberger (1974), poses a serious occupational hazard. The feeling of fatigue is triggered by the inability to find energy as before, the inability to meet expectations, and failures. Burnout occurs as a result of both internal and external factors (Freudenberger, 1974). Internal and external factors can be expressed in many different variables, both organizational and individual, in the context of academics.

Edelwich and Brodsky (1980) describe burnout as the reduction of energy and goals in business based on business standards. Also, according to the World Health Organization, burnout caused by emotional exhaustion caused by overwork causes people to fail to fulfill their duties and responsibilities. According to Santinello, the distance between people causes insensitivity and apathy (as cited in Örmən, 1993, p.1; Cascade, 2007). According to Storlie (1979) burnout is occupational autism (as cited in Gökçakan & Özer, 1999). Burnout refers to the collapse of the human spirit. It is energy exhaustion where there are never-ending despair and negativity. Maslach (1982), on the other hand, expresses burnout with a three-dimensional definition in the form of emotional exhaustion, depersonalization, and reduced personal accomplishment syndrome, which is often seen in individuals working in communication with other people.

Maslach and Jackson (1981) describe the concept of exhaustion as a long-term response to stress-inducing situations. Burnout, a psychological syndrome, is more common in occupational groups that have to work with people constantly. Burnout is a syndrome of emotional fatigue and cynicism often seen in workers who have to work by interacting with people. An important aspect of burnout syndrome is the increased sense of emotional exhaustion. Aside from emotional exhaustion, employees cannot balance themselves psychologically. Another aspect is that the employee begins to have cynical attitudes and negative feelings towards the individuals receiving the service. The third aspect of burnout syndrome is the tendency to self-negative assessment, particularly about one's work with individuals receiving services. Employees who feel unhappy do not feel satisfied with their work and this causes them to exhibit negative behaviors or attitudes towards other employees in the organization and those who receive services from the organization.

When the literature is examined, there are many different variables affecting burnout such as workload, high-class availability, students interfering with classes, insufficient wages, working under pressure, and age, gender, marital status, academic title. The research results of Bahribinabaj, Moghimian, Atarbashi, and Garche (2003) revealed that there was no significant relationship between gender variable and burnout. On the other hand, some research shows that burnout is greater in women (American Psychological Association, 2002), while others show that burnout among men is greater than that in women (Kilfedder, Power, & Wells, 2001). According to Lackritz's (2004) study, 20% of academics in America have a high level of burnout, and overall lack of job security and excess, of course, load lead to increased burnout. Research results have shown that emotional exhaustion scores of female academics are higher than those of male academics, while depersonalization scores of male academics are higher. Luk, Chan, Cheong, and Ko (2010) examined the relationship between burnout levels and demographic variables of teachers in primary and secondary schools in Macau and found that teachers felt burnout in emotional exhaustion and

depersonalization dimensions at a moderate level and personal accomplishment level at a low level. Research findings show that teachers' burnout levels differ significantly based on age, marital status, professional experience, educational status, and income satisfaction variables and teachers' burnout levels do not differ significantly according to gender, the level of the class being taught, professional ability, and religious belief variables. Bardakçı and Serinkan (2009) examined the relationship between job satisfaction and burnout levels of academics in their research with research assistants, associate professors, and full-time professors working at Pamukkale University. Research results revealed that professors and associate professors experienced lower burnout than research assistants. Another survey of academics' perceptions of burnout in terms of demographic variables was conducted with 151 academics from Selçuk University by Iraz and Ganiyusufoğlu (2011). Results show that marital status affects all three sub-dimensions of burnout and the emotional exhaustion and depersonalization scores of single participants are higher. Research has found that gender is not a variable that significantly affects burnout. In terms of seniority variable, burnout is most commonly seen in academics with seniority of 1-5 and 5-10 years.

THE MODEL OF RESEARCH

This research which aimed at examining the relationship between person-organization fit and burnout levels according to the perceptions of the academics working in the state and foundation universities in Istanbul province has been patterned from the general screening models with the relational screening model. In this context, quantitative techniques were used in the analysis of the data being accessed.

In the screening model used to classify an existing situation as it is, the individual, object, or situation that constitutes the subject of the research is described without being subjected to any change or effect (Karasar, 2014). Statistical analysis methods such as correlation and regression are used in the relational screening method, which aims to measure the degree of the relationship between at least two different variables (Balçı, 2013).

Universe And Sample / Study Group

The universe of the research consists of 35,090 academics in Istanbul including 17,763 academics working in public universities and 17,327 academics working in the foundation universities for the 2018-2019 academic year (<https://istatistik.yok.gov.tr/>). To ensure the degree of representation of the target universe in the sample, 417 academics working at 3 state and 3 foundation universities in Istanbul were sampled based on "easy sampling", one of the non-probability sample types, and the data was collected via electronic mail and hand-distributed scales in April 2019. However, in the analysis of the data, those who were ineligible were removed from the 417 scale forms reached and the analysis was conducted through the 393 scale forms.

DATA COLLECTION TOOLS

Person-Organization Fit Scale

To measure the values of person-organization fit of participants, "Person-organization Fit Scale (POFS)", was used. The scale was developed by Cable and Judge (1997), was adapted to Turkish by Ünal and Turgut (2013), and consists of 40 items.

The scale of person-organization fit consists of two distinct sections, consisting of the elements in the ideal organizations of the participants and the organizations they work with. The degree of difference between these two sections illustrates the degree of perceived person-organization fit. The scale has previously been used by different researchers to measure the person-organization fit of individuals working in various organizations (Cable & Judge, 1997; Cable & Parsons, 2001). In the adaptation study of Ünal and Turgut (2013), a high level of reliability (Alpha=

0.89) was determined in the pilot study conducted with 30 participants. In this study, Cronbach's Alpha coefficients ($\alpha=0.924-0.968$) of the scales were examined and it was found that the person-organization fit scales were very reliable.

Maslach Burnout Scale

The "Maslach Burnout scale", which was developed by Maslach and Jackson (1981), adapted to Turkish by Ergin (1993), consisted of a total of 22 items and three dimensions: emotional exhaustion (EE), depersonalization (D) and personal accomplishment (PA), was used to measure participants' levels of burnout. Ergin (1993) carried out the validity and reliability studies of the Maslach Burnout Scale used in the research. The first of two methods Ergin (1993) applied for reliability is to measure internal consistency for all dimensions of the scale. Cronbach Alpha coefficients, which were gained from the data from a total of 522 participants who were doctors and nurses, were calculated as 0.83 for emotional exhaustion; 0.65 for depersonalization; and 0.72 for personal accomplishment. The second method for reliability is the test/retest method. This test was conducted 2-4 weeks after the first scale was applied, again reaching 99 participants. The reliability coefficients reached by the second method are 0,83 for emotional exhaustion; 0,72 for depersonalization; 0.67 for personal accomplishment (Ergin, 1993). In this study, Cronbach's alpha coefficients of the scales are examined, it can be stated that person-organization fit scales and the 1. factor of burnout scale ($\alpha=0.89$) is very reliable, the 2. factor of the burnout scale ($\alpha=0.71$) is reliable and the 3. factor of burnout scale ($\alpha=0.5$) is relatively reliable.

The structure validity of the Maslach Burnout scale used in the research was examined by Ergin's (1993) factor analysis. In the first 5 Factor Analysis, varimax rotation was measured again and three main factors were obtained, especially because of the concentration in 3 factors. The result showed that the Turkish adaptation of the Maslach Burnout scale was consistent with the original.

FINDINGS

Academics' Person-Organization Fit Perceptions

The difference between these two scales is stated in Table 1 with the ideal and actual values of the academics involved in the study regarding the person-organization fit. Person-organization fit is measured by deviation, which refers to the difference in points between the ideal and the actual values. Therefore, in the study a new variable containing the difference was defined. The variable in question is measured by the deviation values that express the person-organization fit.

Table 1. Person-Organization Fit Values of Academics

	Ideal Person Organization Fit Mean	Actual Person Organization Fit Mean	Difference between Ideal and Actual Fit Values
Mean	4,79	3,69	1,10

As a result of frequency analysis, the average values of the scales for the person-organization fit of academics were calculated. While the average value of person-organization fit in their ideals is 4.79, the average of person-organization fit in the organization they are currently working in is 3.69. The difference between the two scales refers to the deviation from person-organization fit in their ideals. As the deviation approaches zero, it means that the individual is in harmony with the organization in his ideal and that the mismatch increases as he moves away from zero. The study has found that the sample shows a deviation of 1.10 on person-organization fit.

Examination of Academics' Perceptions of Person-Organization Fit in terms of Demographic Variables

In the study, the perceptions of person-organization fit of academics were examined according to gender, age, marital status, type of university, academic title, year of professional seniority, whether they have any administrative duties and weekly course load variables.

The independent sample t-test was used to examine the person-organization fit levels of academics according to the variables of gender, marital status, and whether or not they have any managerial duties. Table 2 provides independent sample t-test results of the status of differentiation of person-organization fit levels of academics according to gender, marital status, type of university, and administrative duties.

Table 2. Differentiation of Person-Organization Fit Perceptions of Academics According to Gender, Marital Status, Type of University and Administrative Tasks Variables

Variable	Sub Groups	n	\bar{X}	Std. Deviation	t	Degrees of Freedom	p*
Gender	Female	244	1,2518	1,01637	2,176	391	,030
	Male	149	1,0164	1,07855			
Marital Status	Single	191	1,1057	1,03474	-1,049	391	,295
	Married	202	1,2163	1,05490			
Type of University	State	144	1,2356	1,11236	1,053	391	,293
	Foundation	249	1,1203	1,00434			
Administrative Tasks	Yes	130	1,1104	1,05698	-,711	390	,478
	No	263	1,1902	1,04207			

*P< .05

As seen in Table 2, academics' perceptions of person-organization fit only differ significantly by gender ($t_{(391)} = 2.176$ $p < .05$). Accordingly, it can be stated that the levels of person-organization fit of male academics ($\bar{x} = 1.01$) are higher than the levels of person-organization fit of female academics ($\bar{x} = 1.25$).

The fact that being married or single of the academics does not affect the perception of person-organization fit ($t_{(391)} = -1.049$ $p > .05$), and the similar level of person-organization fit of academics working in state or foundation universities ($t_{(391)} = 1.053$ $p > .05$) are other results that have been found in the study.

When the person-organization fit of the academics is examined according to whether or not they have any administrative duties, it is concluded that there is no significant difference in the perceptions of the person-organization fit of the academics with administrative duties and the ones without any administrative duties ($t_{(391)} = -.711$ $p < .05$).

One-way ANOVA was used to examine the perceptions of person-organization fit according to the age variable of the academics. It has been concluded that there is no statistically significant difference in burnout levels of academics in any sub-dimensions of burnout which are emotional exhaustion ($F_{(5-387)} = 1,710$ $p > .05$), personal accomplishment ($F_{(5-387)} = 1,097$ $p > .05$) and depersonalization ($F_{(5-387)} = ,509$ $p > .05$) according to age variable.

ANOVA was used to examine the perceptions of person-organization fit according to the weekly course load variable. Table 3 presents the ANOVA results of the differentiation of the person-organization fit levels of academics according to the weekly course load variable.

Table 3. Differentiation of Person-Organization Fit Perceptions of Academics According to The Weekly Course Load Variable

Source of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F	P	LSD
Within Groups	12,119	5	2,424	2,254	,048	2-5
Between Groups	416,191	387	1,075			2-6
						4-5
						4-6

*P< .05

Academics' perceptions of person-organization fit differ according to the weekly course load variable ($F_{(5-387)} = 2,254$ $p < .05$). In order to explain the source of the difference, the LSD test was conducted as one of the Post Hoc tests. Accordingly, there are significant differences between person-organization fit levels of academics whose weekly course load is 5-9 hours, 20-24 hours and 25 hours and above. In the same way, the person-organization fit levels of the academics whose weekly course load is 15-19 hours, 20-24 hours and 25 hours and above are significantly differentiated.

Academics' Perceptions Of Burnout

Table 4. Standard Deviation and Mean Values of Academics' Perceptions of Burnout According to Sub-Dimensions of Burnout

	Emotional Exhaustion	Personal Accomplishment	Depersonalization
n	393	393	393
\bar{x}	1,4967	3,0283	,8202
Std. Deviation	,88445	,39714	,71143

When Table 4 is examined, it is observed that the average score for the emotional exhaustion sub-dimension ($\bar{x} = 1.49$), the average score for the depersonalization sub-dimension ($\bar{x} = .82$), and the average score for the personal accomplishment sub-dimension ($\bar{x} = 3.02$). According to the findings, burnout levels of academics are moderate in personal accomplishment dimension and low in other sub-dimensions. When a comparison is made according to the dimensions, it can be stated that academics feel burnout most in the dimension of personal accomplishment, being followed by emotional exhaustion and depersonalization dimensions.

Investigation of the Burnout Perceptions of Academics in terms of Demographic Variables

In this study, perceptions of burnout were examined according to gender, age, marital status, type of university, academic title, year of professional seniority, presence of any administrative duties and weekly course load. Independent sample t-test was conducted in order to examine the perceptions of academics about the sub-dimensions of burnout in terms of gender. The analysis findings are presented in Table 5.

Table 5. Differentiation of Academics' Views on Sub-Dimensions of Burnout According to Gender Variable

Sub-dimensions	Gender	n	\bar{x}	St.	T Deviation	Degrees	p* of Freedom
Emotional Exhaustion	Female	244	1,5337	,88879	1,060	391	,290
	Male	149	1,4362	,87690			
Personal Accomplishment	Female	244	3,0420	,39238	,875	391	,382
	Male	149	3,0059	,40513			

Depersonalization	Female	244	,7582	,64100	-2,222	391	,027
	Male	149	,9217	,80575			
Total Burnout	Female	244	2,0207	,45480	0,705	391	,481
	Male	149	1,9869	,47075			

*P< .05

When Table 5 is examined, academics' burnout perceptions in the emotional burnout ($t_{(391)} = 1,060$ $p < .05$) and personal accomplishment ($t_{(391)} = ,875$ $p < .05$) sub-dimensions do not show a significant difference according to gender variable. As a result of the test, a significant difference between the male and female participants has been obtained only in the depersonalization dimension ($t_{(391)} = -2,222$ $p < .05$) averages. When the total burnout score is examined, there is no significant difference between the burnout levels of female and male academics ($t_{(391)} = ,705$ $p > .05$).

Independent sample t-test was conducted in order to examine the perceptions of academics about the sub-dimensions of burnout in terms of the type of university where they work. It has been seen that burnout perceptions of academics do not differ significantly according to the type of university they work in emotional burnout ($t_{(391)} = -,391$ $p > .05$), personal accomplishment ($t_{(391)} = 1,764$ $p > .05$) and depersonalization ($t_{(391)} = -,310$ $p > .05$) sub-dimensions. Similarly, total burnout score does not differ according to the type of university variable ($t_{(391)} = -,196$ $p > .05$).

Independent sample t-test was conducted to examine the perceptions of the academics regarding the sub-dimensions of burnout in terms of the administrative duties variable. Academic burnout perceptions of academics differ in all dimensions which are emotional burnout ($t_{(390)} = -1,983$ $p < .05$), personal accomplishment ($t_{(390)} = 3,039$ $p < .05$) and depersonalization ($t_{(390)} = -3,103$ $p < .05$). Accordingly, while academics who have administrative duties feel higher personal accomplishment than the ones without administrative duties ($x = 3,1144$), academics without administrative duties feel higher levels of emotional exhaustion ($\bar{x} = 1,5602$) and depersonalization ($\bar{x} = ,8957$). On the other hand, when the total burnout score is examined, it is seen that the burnout levels of the academics do not differ according to the variable of administrative duties ($t_{(390)} = -1,381$ $p > .05$).

One-way ANOVA was conducted in order to examine the perceptions of academics regarding the sub-dimensions of burnout in terms of academic title variable. As a result of ANOVA, a significant difference has been found only in the emotional burnout dimension ($F_{(4-388)} = 4,156$ $p < .05$). Scheffe test, which is one of the Post Hoc tests, was conducted to reveal the source of the difference. As a result of the test, the average score of the instructions' perceptions of emotional burnout is 1.68, while the professors' score is 1.13. It can be stated that instructors have higher emotional burnout than professors. When the total burnout score is examined, there is a significant difference between instructors and professors ($F_{(4-388)} = 3,590$ $p < .05$).

One-way ANOVA was conducted to examine the perceptions of academics regarding the sub-dimensions of burnout in terms of weekly course load variable. Analysis findings are presented in Table 6.

Table 6. Differentiation of Academics' Perceptions of Burnout Regarding the Sub-Dimensions of Burnout According to the Weekly Course Load Variable

Sub-Dimensions	Source of Variance	Sum of Squares	Std. Deviation	Mean Square	F	p*	Source of Difference
Emotional Exhaustion	Within Groups	22,155	5	4,431	6,028	,000	1-5
	Between Groups	284,486	387	,735			2-6
	Total	306,641	392				3-5

Personal Accomplishment	Within Groups	,449	5	,090	,567	,725	
	Between Groups	61,376	387	,159			
	Total	61,826	392				
Depersonalization	Within Groups	7,834	5	1,567	3,182	,008	2-6 3-6
	Between Groups	190,570	387	,492			3-5 4-5
	Total	198,404	392				4-6
Total Burnout	Within Groups	6,836	5	1,367	6,931	,000	1-5 1-6
	Between Groups	76,330	387	,197			2-5 2-6
	Total	83,166	392				3-5 3-6

*P< .05

The burnout levels of the academics differ significantly in two dimensions according to the weekly course load. There are significant differences between the burnout levels of the academics who are responsible for 0-4 hours ($\bar{x} = 1.34$) and the ones who are responsible for 20-24 hours ($\bar{x} = 1.81$), between the academics who are responsible for 5-9 hours ($\bar{x} = 1.20$) and the ones who are responsible for 20-24 hours ($\bar{x} = 1.81$), between the ones who are responsible for 5-9 hours ($\bar{x} = 1.20$) and the ones who are responsible for 25 and over hours ($\bar{x} = 1.94$), between the ones who are responsible for 10-14 hours ($\bar{x} = 1.31$) and the ones who are responsible for 20-24 hours ($\bar{x} = 1.81$) ($F_{(5-387)} = 6,028$ $p < .05$).

When the differences in depersonalization dimension are examined, It has been determined there are significant differences between the burnout levels of the academics who are responsible for 5-9 hours ($\bar{x} = 1.20$) and the ones who are responsible for 25 and above ($\bar{x} = 1.94$), between the academics who are responsible for 10-14 hours ($\bar{x} = 1.31$) and the ones who are responsible for 20-24 hours ($\bar{x} = 1.81$), between the academics who are responsible for 10-14 hours ($\bar{x} = 1.31$) and the ones who are responsible for 25 and over hours ($\bar{x} = 1.94$), between the academics who are responsible for 15-19 hours ($\bar{x} = 1.50$) and the ones who are responsible for 20-24 hours ($\bar{x} = 1.81$) between the ones who are responsible for 15-19 hours ($\bar{x} = 1.50$) and the ones who are responsible for 25 and above ($\bar{x} = 1.94$) ($F_{(5-387)} = 6,028$ $p < .05$).

When the total burnout scores are examined, the burnout levels of academics differ significantly according to the weekly course load variable. Burnout level is differentiated between the academics who are responsible for 0-4 hours ($\bar{x} = 1.34$) and the academics who are responsible for 20-24 hours ($\bar{x} = 1.81$) between the academics who are responsible for 0-4 hours ($\bar{x} = 1.34$) and the ones who are responsible for 25 hours and more ($\bar{x} = 1.94$) $\bar{x} = 1.20$) between the academics who are responsible for 5-9 hours ($\bar{x} = 1.20$) and the academics who are responsible for 20-24 hours ($\bar{x} = 1.81$) between the academics who are responsible for 5-9 hours ($\bar{x} = 1.20$) and 25 and above hours ($\bar{x} = 1.94$), between the academics who are responsible for 10-14 hours ($\bar{x} = 1.31$) and 20-24 hours ($\bar{x} = 1.31$) $\bar{x} = 1.81$) between the academics who are responsible for 10-14 hours ($\bar{x} = 1.31$) and 25 and more hours ($\bar{x} = 1.94$).

The Relationship Between Academics' Perceptions of Person-Organization Fit and the Sub-Dimensions of Burnout

In the study, a new variable was created by calculating the deviation between the ideal scale and the actual scale to examine the person-organization fit. The scale in question shows the individual's fit with the organization. Pearson correlation analysis was conducted to examine the relationship between the new scale created and burnout. Correlation analysis reveals the relationship between two variables. The correlation coefficient indicated by "r" indicates the strength of the

reciprocal relationship and is expressed as a value between -1.0 and +1.0. It is stated that there is a strong relationship as the r value approaches 1 (Nakip, 2013). Correlation analysis results are presented in Table 7.

Table 7. Correlation Results of the Relationship between Academics' Perceptions of Person-Organization Fit and Sub-Dimensions of Burnout

	Mean	St. Deviation	PO Fit	Emotional Exhaustion	Personal Accomplishment	Depersonalization	Total Burnout
PO Fit	1,1626	1,04529	1				
EE	1,4967	,88445	,314**	1			
PA	3,0283	,39714	-,075	-,199**	1		
D	,8202	,71143	,168**	,556**	-,146**	1	
Total Burnout	2,0079	,46061	,284**	,924**	,139**	,662**	1

**Correlation is significant at 0.01 level.

When Table 7 is examined, it is seen that there is a positive significant relationship between person-organization fit and emotional exhaustion. The coefficient of the relationship is 0.314. A significant relationship has been found between person-organization fit and depersonalization and the correlation coefficient is 0.168. There is also a significant relationship between person-organization fit and total burnout score. The correlation coefficient is 0.284. There is no significant relationship between person-organization fit and personal accomplishment dimension and the correlation coefficient is -,075.

The Effect of Person-Organizational Fit Levels of the Academicians on Burnout

A simple regression test was applied to examine the effect of academics' person-organization fit on burnout. While the person-organization fit constitutes the independent variable, and the burnout dependent variable was created thanks to creating a new variable by taking the average of the burnout dimensions.

Table 8. The Effect of Person-Organization Fit of Academics on Burnout

	Unstandardized Coefficients			Unstandardized Coefficients	
	B	Std. Error.	β	t	p*
(constant)	1,862	,033		55,784	,000
Person-Organization. Fit	,125	,021	,284	5,859	,000
Dependent variable: Burnout $R=0,284, R^2=0,08$					

*P< .05

Based on the values in Table 8, it is possible to say that person-organization fit significantly affects burnout ($p = 0.000 < 0.05$). Therefore, it can be stated that the lack of person-organization fit significantly affects the burnout of academics. It is seen that the regression coefficient is 0,125. As a result of this analysis, it is possible to express the regression equation as follows:

$$Y = 1.862 + 0.125 *POF$$

According to this equation, if the person-organization mismatch of academics increases by 1 unit, it can be said that burnout levels will increase by 0.125 percent.

DISCUSSION AND CONCLUSIONS

According to the research findings, person-organization fit levels of academics are high. According to the research results, the levels of person-organization fit levels of male academics are higher than those of female academics. In parallel with this research, Erkutlu et al. (2018) and Cable (1995) also found that person-organization fit levels of male academics were higher than those of females. It was concluded that the person-organization fit of academics also differed significantly

according to the weekly course load. Accordingly, it was found that person-organization fit levels of academics with course load between 5-9 and 15-19 hours were higher than those of academics with 20-24 and 25 hours and above. From this point of view, it can be concluded that the low course load of academics causes a high level of person-organization fit and that the course load is an important variable in the integration of academics with the university they work with. The results of the research revealed that the person-organization fit of academics did not differ significantly in terms of marital status, age, academic title, year of professional seniority.

Research findings have shown that academics have low levels of burnout. The findings were consistent with the literature (Dinibütün, 2013; Toker, 2011; Budak & Öğrevil, 2005; Ergin, 1995, & Akin & Ulusoy, 2016). When the sub-dimensions are examined, the findings show that the academics' burnout levels are moderate in the sub-dimension of personal accomplishment, and low in the other sub-dimensions. When a comparison is made between the sub-dimensions, the size of personal accomplishment is followed by emotional exhaustion and depersonalization. In the study conducted by Mukundan and Ahour (2011), burnout level is the highest in the sub-dimension of personal accomplishment. Research results have revealed that, the level of burnout felt by male academics is higher in only the dimension of depersonalization than that of female academics.

Another conclusion that can be reached when the findings are examined is that the burnout levels of academics do not differ significantly in terms of university type, age, and seniority year variables. According to the findings, academics with a managerial task feel a higher level of lack of personal accomplishment, while academics without a managerial task have higher scores of depersonalization and emotional exhaustion. The reason that academics who have a managerial task feel depersonalization and emotional exhaustion at a lower level than others may be because the number, of course, hours is less than academics who do not have a managerial task. The reason for the low level of personal accomplishment of the academics who have fewer courses and managerial duties is thought to be that they feel unsuccessful because they do not have the opportunity to study academically. Similarly, Ardiç and Polatçı (2008) found that the depersonalization levels of academics with a managerial task were lower than those without a managerial task.

When the titles of academics were examined, it was found that the instructors experienced emotional burnout more than professors. Similarly, according to Budak and Sürgevil's (2005) study, instructors experienced the highest levels of emotional burnout.

According to the weekly course load variable, the emotional exhaustion level of academics who are responsible for 0-4, 5-9, or 10-14 hours per week is lower than that of academics who have 20-24 hours per week. Likewise, the emotional burnout level of academics who have 5-9 hours of instruction is lower than those of academics who have 25 hours or more. In terms of depersonalization, the burnout of academics who have 5-9, 10-14, or 15-19 hours is lower than those with 25 hours or more. The depersonalization scores of academics who have 10-14 or 15-19 hours are lower than those who have 20-24 hours with similar results, according to the studies of Karakiraz and Kutanis (2013) and Demir et al. (2015), burnout levels of academics with more weekly course load are statistically significantly higher than those with the less weekly course load. Academics in Turkey often complain about excessive course load which means interacting with many students. Despite this, burnout levels of academics were found to be relatively low.

According to the findings of the study, as the person-organization fit of academics decreases, emotional burnout, depersonalization, and total burnout levels of academics increase. However, no significant relationship was found between the person-organization fit and personal accomplishment sub-dimension. As a result of the regression analysis conducted to examine the effect of academics' person-organization fit on burnout levels, it was shown that the decrease in person-organization fit affected the increase of burnout of academics working in state or foundation universities in Istanbul.

SUGGESTIONS

It is expected that the productivity of academics who are in harmony with the organization they work for will increase. Some recommendations have been envisaged to ensure person-organization fit in organizations, to maintain existing harmony, and to minimize burnout. Accordingly, socialization processes, in-service training, seminars, and orientation programs can be prepared for academics to internalize the values of their organization. Possible factors such as workload, working hours, disciplinary, respect for employees, which may lead to a decrease of congruence between the person and the organization and lead to burnout, should be identified and managers may not be allowed to lead their workers to feel burnout. In this direction, managers can make arrangements for reducing the number, of course, hours and workload, improving working conditions, and organizing training and seminars that will contribute to both personal and academic development of academics.

In addition, managers can observe the degree of burnout and the degree of person-organization fit of academics and contribute to the balance between values and expectations of the organization and individuals. For this purpose, academics can be involved in the decision-making process and their values and opinions about the decisions to be taken can be taken into account. According to the results of the research, burnout is mostly seen in lecturers, and so realistic, achievable expectations and targets can be presented to the lecturers. Finally, candidates who want to become academics can be given more information about the qualifications and requirements of academics.

REFERENCES

- Akın, U. & Ulusoy, T. (2016). The relationship between organizational silence and burnout among academicians: A research on universities in Turkey. *International Journal of Higher Education*, 5(2).
- Alnıaçık, E., Alnıaçık, Ü., Erat, S. & Akçin, K. (2013). Does person-organization fit moderate the effects of affective commitment and job satisfaction on turnover intentions?. *Procedia-Social and Behavioral Sciences*, 99, 274-281.
- Ambrose, M. L., Arnaud, A. & Schminke, M. (2008). Individual moral development and ethical climate: The influence of person-organization fit on job attitudes. *Journal of Business Ethics*, 77 (3), 323-333.
- Arbak, Y. & Yeşilada, T. (2003), Örgüt kişi uyumu ve örgütsel çekicilik: Hangi kişiler ne tür örgütleri daha çekici bulur?. *İstanbul Kültür Üniversitesi Dergisi*, 3, 23-37.
- Ardıç, K. & Polatçı, S. (2008). Tükenmişlik sendromu akademisyenler üzerinde bir uygulama (GOÜ örneği). *Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 10 (3).
- Bardaççı, A., & Serinkan C. (2009). Pamukkale üniversitesi'ndeki akademik personelin iş tatminleri ve tükenmişlik düzeylerine ilişkin bir araştırma. *Sosyal Bilimler Dergisi*, 21, 116-132.
- Backhaus, K. (2003). Importance of person-job fit to job seekers. *Career Development International*, 8 (1), 21-26.
- Bahribinabaj, N., Moghimian, M., Atarbashi, M. & Garche, M. (2003). The survey of the relationship between job burnout and health statue of midwives and nurses. *Ofogh-E-Danesh*, 9, 99-104.
- Balcı, A. (2013). *Sosyal bilimlerde araştırma: Yöntem, teknik ve ilkeler*. Ankara: Pegem Akademi.

- Bardakçı, A., & Serinkan C. (2009). Pamukkale Üniversitesi'ndeki akademik personelin iş tatminleri ve tükenmişlik düzeylerine ilişkin bir araştırma. *Sosyal Bilimler Dergisi*, 21, 116-132.
- Başol, G. & Altay, M. (2009). Eğitim yönetici ve öğretmenlerin mesleki tükenmişlik düzeylerinin incelenmesi. *Kuram Uygulama ve Eğitim Yönetimi Dergisi*, 15 (58), 191-121.
- Brigham, K. H., De Castro, J. & Shepherd, D. (2007). A person-organization fit model of owner-managers' cognitive style and organizational demands. *Entrepreneurship Theory and Practice* (31), 29-51.
- Bright, L. (2007). Does person-organization fit mediate the relationship between public service motivation and the job performance of public employees?. *Review of Public Personnel Administration*, 27 (4), 361-379.
- Briscoe, M. L. (1984). Reflections on Academic Burbout. *ADE Bulletin*. 79, 1-7.
- Budak, G. & Sürgevil, O. (2005). Tükenmişlik ve tükenmişliğe etki eden örgütsel faktörlerin analizine ilişkin akademik personel üzerine bir uygulama. *Dokuz Eylül Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 20 (2), 95-108.
- Cable, D. M. (1995). *The role of person-organization fit in organizational entry*. (Unpublished doctoral dissertation). Cornell University.
- Cable, D. M. & Judge, T. A. (1994). Pay preferences and job search decisions: A person-organization fit perspective. *Personnel Psychology*, 47 (2), 317-348.
- Cable, D. M. & Judge, T. A. (1996). Person-organization fit, job choice decisions, and organizational entry. *Organizational Behavior and Human Decision Processes*, 67 (3), 294-311.
- Cable, D. & Judge, T. (1997) Interviewers' perceptions of person-organization fit and organizational selection decision. *Journal of Applied Psychology*, 824, 546-561.
- Cable, D. M. & Parsons, C. K. (2001). Socialization tactics and person-organization fit. *Personnel Psychology*, 54 (1), 1-23.
- Chatman, J. A. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*. (14), 333-349.
- Chen, W.S., Haniff, J., Siau, C.S., Seet, W., Loh, S.F., Jamil, M.H.A., Sa'at, N. & Baharum, N., (2014). Burnout in academicians: An empirical study in private universities in Malaysia, *The International Journal of Social Sciences and Humanities Invention*, 1(2), 62-72.
- Çağlayan, Y. (2007). *Tükenmişlik Sendromu ve İş Doyumuna Etkisi: Devlet ve Vakıf Üniversitelerindeki Akademisyenlere Yönelik Alan Araştırması*. (Yüksek lisans tezi) Kocaeli Üniversitesi/ Sosyal Bilimler Enstitüsü, Kocaeli.
- Çam, M. O. (2001). The burnout in nursing academicians in Turkey, *International Journal of Nursing Studies*, 38, 201-207.
- Demir, R., Türkmen, E. & Doğan, A. (2015). Akademisyenlerin tükenmişlik düzeylerinin demografik değişkenler açısından incelenmesi. *International Journal of Social Sciences and Education Research*, 1(4), 1194-1222.

- Dillon, J. F. & Tanner, G. R. (1995). Dimensions of career burnout among educators. *Journal and Mass Communication Educator*, 50 (2), 4-13.
- Dinç, M., Bitlisli, F., Çetinceli, E. & Aydın, S. Z. (2013). Öğretim elemanlarının tükenmişliğinde beş faktör kişilik özelliklerinin etkisi: Süleyman Demirel Üniversitesi meslek yüksekokulları örneği. *Süleyman Demirel Üniversitesi Vizyoner Dergisi*, 4 (9), 44-69.
- Dinibütün, S. R. (2013). *Örgüt İkliminin Tükenmişlik Üzerine Etkisini Belirlemeye Yönelik Devlet ve Vakıf Üniversitelerinde Bir Araştırma*. (Doktora tezi). Marmara Üniversitesi /Sosyal Bilimler Enstitüsü, İstanbul.
- Doğan, E. (2002). Eğitimde Küreselleşme. *Eğitim Araştırmaları* (6), 87- 98.
- Eker, M., Anbar, A. & Karabıyık, L. (2007). The relationship between demographic characteristics and burnout among academicians in Turkey. *Akademik Araştırmalar Dergisi*, 34, 14-35.
- Ergin, C. (1995). Akademisyenlerde tükenmişlik ve çeşitli stres kaynaklarının incelenmesi. *Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi*, 12 (1-2), 37-
- Erkutlu H., Özdemir H.Ö. & Elden B. (2018). Bireysel demografik değişkenlerin birey örgüt uyumu ile ilişkisinin incelenmesi, *Uluslararası Sosyal Bilimler Dergisi*, 1(3).
- Freudenberger, N. J. (1974). Staff burnout. *Journal of Social Issues*, 30, 59-165.
- Friedman, I. A. & Farber, B. A. (1992). Professional self-concept as a predictor of teacher burnout, *Journal of Educational Research*, 84 (1), 28-35.
- Gavrilovici, O. (2009). Romanian Teachers' Burnout and Psychological and Professional Difficulties. Ana Stoica-Constantin and Ticu Constantin (Eds.), In Conflict, Change, and Organizational Health, 135-146, "Alexandru Ioan Cuza" University Press.
- Gezer, E., Yenel, F. & Şahan, H., (2009). Öğretim elemanlarının tükenmişlik düzeyleri ile sosyodemografik değişkenleri arasındaki ilişki. *Uluslararası Sosyal Araştırmalar Dergisi*, 2 (6), 243-250.
- Xiaojun, W. & Shizong, L. (2010). The research on knowledge worker's person-organization fit. *IEE Computer Society*.
- Gökçakan, Z. & Özer, R. (1999). Doğu Karadeniz bölgesindeki illerde görev yapan rehber öğretmenlerde tükenmişlik düzeyleri, nedenleri ve çeşitli değişkenlere göre incelenmesi. VI. Ulusal Eğitim Bilimleri Kongresi Bilimsel Çalışmalarında Sunulan Bildiri, 10-12 Eylül, Eskişehir.
- Holloman, H. L. (1999). *Factors Related to Burnout in First-year Teachers in South Carolina*. (Unpublished doctoral dissertation). University of South Carolina.
- <https://istatistik.yok.gov.tr/> Available on: 15.03.2019.
- İraz, R. & Ganiyusufoğlu, A. (2011). Örgütlerde mesleki tükenmişlik ve akademisyenler üzerinde bir uygulama. *Sosyal ve Ekonomik Araştırmalar Dergisi*, 21, 451-472.
- Karakiraz, A. & Kutanis Ö.R. (2013). Akademisyenlerde tükenmişliğin Kopenhag tükenmişlik envanteri (CBI) ile ölçülmesi: Bir devlet üniversitesi örneği. *İşletme Bilimi Dergisi*.1(2), 14-30.
- Karasar, N. (2014). *Bilimsel araştırma yöntemi* (26.ed.). Ankara: Nobel Akademik Yayıncılık.

- Kayabaşı, Y. (2008). Bazı değişkenler açısından öğretmenlerin mesleki tükenmişlik düzeyleri. *Sosyal Bilimler Dergisi* (20), 191–212.
- Kilfedder, C.J., Power, K. G. & Wells. T. J. (2001). Burnout in psychiatric nursing. *Journal of Advanced Nursing*, 34, 383-396.
- Lackritz, J. R. (2004). Exploring burnout among university faculty: Incidence, performance, and demographic issues. *Teaching and Teacher Education*, 20, 713–729.
- Lopez, T. (1999). *Person-organization fit: A market orientation customer orientation perspective*. Reached from <http://www.sbaer.uca.edu/research>.
- Luk, A. L., Chan, B. P. S., Cheong S. W. & Ko, S. K. K. (2010). An exploration of the burnout situation on teachers in two schools in Macau. *Social Indicators Research*, 95 (3), 489-502.
- Maslach, C. (1982). *Burnout: The cost of caring*. New Jersey: Prentice-Hall.
- Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 2, 99-113.
- Mukundan, J., & Ahour, T. (2011). Burnout among female teachers in Malaysia. *Journal of International Education Research (JIER)*, 7(3), 25-38. Reached from <https://doi.org/10.19030/jier.v7i3.4972>.
- Okray, Z. (2018) Akademisyenlerin tükenmişlik düzeyleri: Sistemik bir derleme. *Uluslararası Bilimsel Araştırmalar Dergisi*, 3 (1), 163-180.
- Örmen, U. (1993). *Tükenmişlik Duygusu ve Yöneticiler Üzerine Bir Uygulama*. (Yüksek lisans tezi). Marmara Üniversitesi/ Sosyal Bilimler Enstitüsü, İstanbul.
- Özdemir, S. (2006). Burnout levels of teachers of students with AD/HD in Turkey: Comparison with teachers of non-ad/hd students. *Education and Treatment of Children*, 29 (4), 693-709.
- Parkes, L., Bochner, S. & Schneider, S. (2001). Person–organisation fit across cultures: An empirical investigation of individualism and collectivism. *Applied Psychology*, 50 (1), 81-108.
- Polatçı, S., Özçalık, F. & Cindiloğlu, M. (2014). Üretkenlik karşıtı iş davranışı ve örgütsel vatandaşlık davranışı üzerinde kişi-örgüt uyumunun etkileri. *Niğde Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 7(3), 1-12.
- Sağlam, A. Ç. (2011). Akademik personelin sosyo-demografik özelliklerinin tükenmişlik düzeyleri ile ilişkisi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8 (15), 407-420.
- Sekiguchi, T. (2004). Person-organization fit and person-job fit in employee selection: A review of the literature. *Osaka Keidai Ronshu*, 54 (6), 179-196.
- Serin, H. & Ergin-Kocatürk, H. (2019). Eğitim yönetimi yüksek lisans öğrencilerinin eğitim sürecine dair deneyimleri. *Eğitimde Nitel Araştırmalar Dergisi – Journal of Qualitative Research in Education*, 7(2), 495-513. doi: 10.14689/issn.2148-2624.1.7c.2s.2m
- Shanafelt, T. D., West, C. P., Sloan, J. A., Novotny, P.J., Poland, G.A., Menaker, R., Rummans, T.A. & Dyrbye, L. N. (2009). Career fit and burnout among academic faculty. *Archives of Internal Medicine*, 169 (10), 990-995.
- Tetik, S. (2011). Öğretim elemanlarının tükenmişlik düzeylerinin belirlenmesi: Salihli meslek yüksekokulu örneği. *ZKÜ Sosyal Bilimler Dergisi*, 7(13), 339– 350.

- Toker, B. (2011). Öğretim elemanlarında tükenmişlik: Türkiye'deki üniversitelerde ampirik bir çalışma. *Doğuş Üniversitesi Dergisi*, 12 (1), 114-127.
- Tümkaya, S. (1996). *Öğretmenlerdeki Tükenmişlik, Görülen Psikolojik Belirtiler ve Başa Çıkma Davranışları*. (Yayımlanmamış doktora tezi). Çukurova Üniversitesi/Sosyal Bilimler Enstitüsü, Adana.
- Ünal, Z. M. & Turgut, T. (2013). Birey-Örgüt Uyumunun Çalışan Tutkunluğuna Katkısı. 1.Örgütsel Davranış Kongresi Bildiriler Kitabı. 207-213. Sakarya.
- Van H. J., Schaufeli W., Greenglass E. & Burke R. (1997). A Canadian-Dutch comparison of teachers burnout. *Psychological Reports*, 81(2), 371-382.
- Watts J. & Robertson N. (2011). Burnout in university teaching staff: a systematic literature review. *Educational Research*, 53(1), 33-50. doi: 10.1080/00131881.2011.552235
- Xiaojun, W. & Shizong, L. (2010). The research on knowledge worker's person- organization fit. *IEE Computer Society*.